Road Map to Statewide Implementation of the Pyramid Model
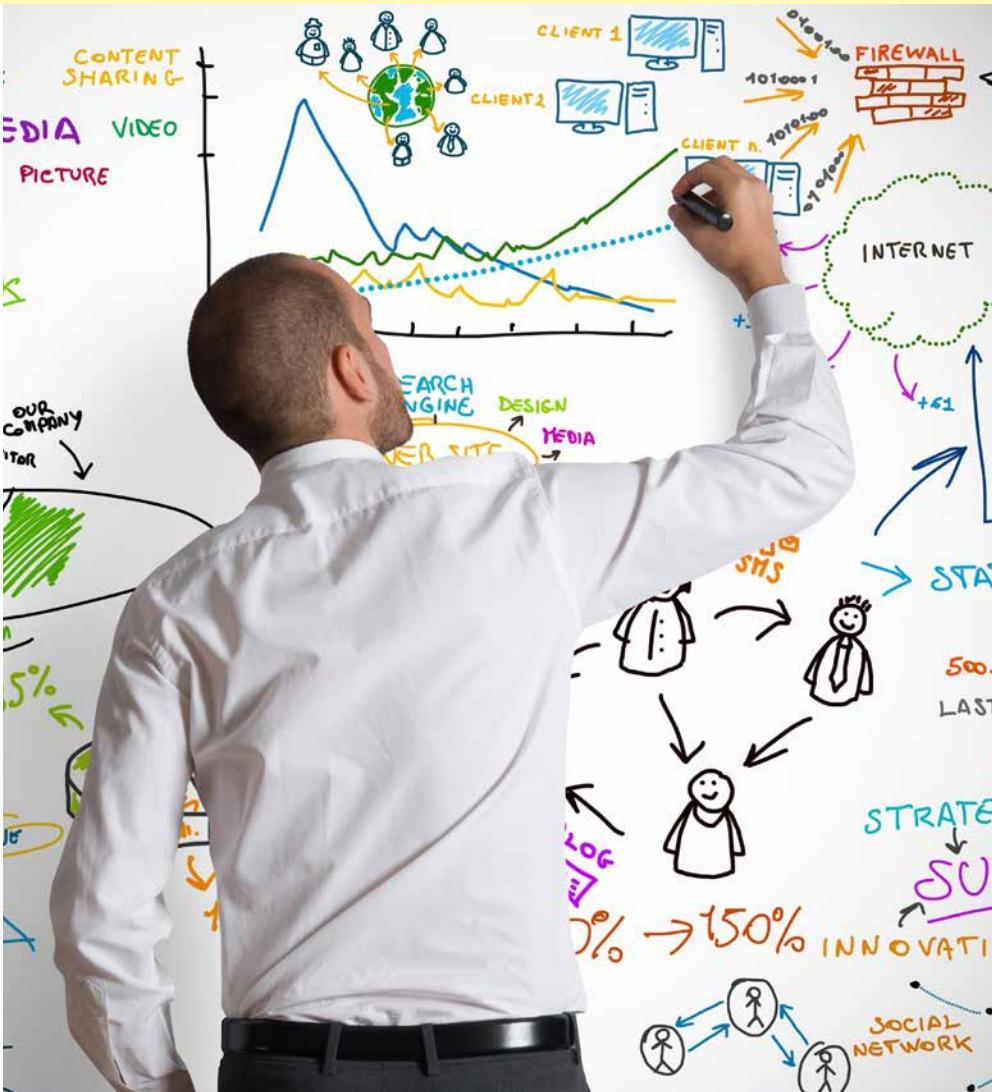
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Roadmap to Effective Intervention Practices

Road Map to Statewide Implementation of the Pyramid Model

Glen Dunlap, Barbara J. Smith, Lise Fox, and Karen Blase, March 2014

This document is part of the *Roadmap to Effective Intervention Practices* series of syntheses, intended to provide summaries of existing evidence related to assessment and intervention for social-emotional challenges of young children. The purpose of the syntheses is to offer consumers (professionals, other practitioners, administrators, families, etc.) practical information in a useful, concise format and to provide references to more complete descriptions of validated assessment and intervention practices. The syntheses are produced and disseminated by the Office of Special Education Programs (OSEP) Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI).

CONTENTS

INTRODUCTION

This document is a guide – a "Road Map" – for implementing widespread use of the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children (http://www.challengingbehavior.org/do/pyramid_model.htm). It is a road map of systems change. The Road Map is written for statewide systems change, although it could be used for regions within a state or even for a large metropolitan area, as long as the administrative authority enables the necessary policy statements and resource allocations.

The Road Map was written for use by a multi-agency team that is providing the initiative, the guidance, and the coordination for the systems change effort to implement the Pyramid Model. Usually the process is facilitated by an individual or a small, core group of individuals. We will refer to this individual as the "Coordinator," but it should be understood that this term might well refer to more than one person. It is also understood that the coordinator has been authorized by the leading state agencies to undertake this effort, and that these agencies have made a commitment to work in a united manner to accomplish the goal of implementing the Pyramid Model throughout the state's early childhood and early intervention service delivery systems.

The remainder of this introduction addresses three major elements that are instrumental in the process of planning and sustaining the high fidelity implementation of the Pyramid Model. The first element is the stages of implementation, which refers to the major steps that must be followed in any effort of high fidelity implementation of an evidence-based practice (http://nirn.fpg.unc.edu/learn-implementation/implementation-stages). A deep understanding of these major stages and how they unfold is extremely useful in the planning for sustainable adoption of evidence-based practices, including the Pyramid Model. The second element is an overview of the five major structures that are needed for high-fidelity implementation of the Pyramid Model. The structures are: (1) the State Leadership Team, (2) the state's Master Cadre of training and technical assistance providers, (3) Demonstration and implementation sites, (4) behavior specialists, and (5) data and evaluation systems. The third element is a tool for planning and monitoring of the implementation process, the State Benchmarks of Quality.

STAGES OF IMPLEMENTATION

It takes time and effort over several years to implement the Pyramid Model with a necessary level of attention to fidelity, achievement of outcomes, and sustainability. And it takes many years beyond the initial implementation period to replicate the model throughout a state's numerous sites and programs in which young children receive care and education. Efforts to implement the Pyramid Model are more likely to be successful if coordinators and implementers understand and use the stages of implementation to engage in the right activities for the right stage. Much has been written about the stages of implementation, and we urge readers of this Road Map to become familiar with how the stages are conceptualized and used (http://nirn.fpg.unc.edu/learn-implementation/implementation-stages; http://ectacenter.org/). As a brief summary, we refer to four stages of implementation: (1) exploration and planning, (2) installation, (3) implementation (initial to full), and (4) expansion and scale-up. Within each of these stages, planners must attend to both the short term goal of high fidelity implementation of the practices, as well as the long term goal of sustaining the high fidelity use of the practices. Over time, even the most conscientious implementers can experience "drift" away from high fidelity use of the practices without a concerted effort to continue to support and measure fidelity.

Exploration/Planning Stage

This is the initial stage that must be conducted with care and diligence to set the stage for successful implementation of the Pyramid Model. This stage involves a determination that there is a need to implement the model, a widespread commitment to implement the model, and the right resources to implement the model effectively. This stage culminates in a decision to implement the Pyramid Model and a written implementation plan (or action plan) as a map for the work ahead. NOTE: Typically, the exploration stage is focused on selection of the preferred evidence-based practice. This Road Map assumes that the activities of exploration have been conducted and that a commitment to the Pyramid Model has been made. However, there are planning activities that must be conducted, particularly around the organization of the State Leadership Team and building support for the initiative.

Installation Stage

The activities during this stage include the getting ready work that is necessary before practitioners can deliver the Pyramid Model strategies and practices in their early childhood settings. These activities are related to site and staff selection (e.g. Demonstration Sites, Master Cadre, behavior specialists), arranging for training for each group, developing coaching resources, plans and processes, and establishing the infrastructure for evaluation (e.g. data systems, selection of program data coordinators). Major outcomes of this stage include: the selection and early start-up of the Demonstration Sites and their Program Leadership Teams; the beginning of training and coaching for them; and establishing data systems. Sustainability planning in this stage includes looking ahead and predicting the resources that will be needed as additional programs and services implement the Pyramid Model such as additional trainers and coaches, expanded data systems, etc.

Implementation Stage

From Initial Implementation to Full Implementation. Initial implementation is characterized by high levels of coaching and support for every function. Everyone is new to their roles and the first miles of this journey can be filled with detours and unexpected barriers that must be negotiated and overcome. Demonstration Site Program Leadership Teams are meeting regularly, establishing data systems and providing training and coaching. Initial implementation in Demonstration Sites might involve implementing with high fidelity in parts of the program, such as in a few classrooms of a Head Start, public preschool program or a few locations in an early intervention EI) service area while having a vision for program-wide implementation. Full Implementation, or program-wide implementation, occurs at a given Pyramid Model site when all elements of the infrastructure (training, coaching, data collection, etc.) needed to support high fidelity implementation by all staff are in place. This usually means that all of the classrooms (or other units) are implementing the model and that all adults and children are engaged with the evidence-based practices at all levels. During the implementation stage, structures to assure communication among all stakeholders are developed. For instance, feedback loops from Demonstration Sites to the State Leadership Team are established to share data and to identify challenges at the program level that the State Leadership Team solves. Communication protocols are established with other stakeholders such as programs, policy makers, funders, etc. to ensure widespread awareness of the initiative and outcomes. Finally, all data and monitoring systems are in place.

Expansion/Scale-Up Stage & Sustainability

In this document, expansion and scale-up refer to the same thing - increasing the number of communities and settings using the Pyramid Model within the state so that more children and their families have ready access to effective social emotional intervention and supports. Scale-up typically requires the State Leadership Team to plan for and provide an expanded infrastructure (e.g. increased numbers of Master Cadre so that training and external coaches are available to more programs, increased support for data systems) for the new implementers, as well as sustaining support for the programs that have already achieved full implementation.

With each expansion effort, the State Leadership Team will need to be aware that the stages of implementation need to be purposefully revisited. This means: (1) a return to planning for the expansion or scale-up effort; (2) installation work in new sites to get everyone trained, organizations on board, and materials developed or purchased for the new settings and communities; (3) extra support at new sites and in new communities during initial implementation and ongoing monitoring and support until full implementation is reached;

and 4) sustaining support to the early implementers to ensure the maintenance of high fidelity implementation. Scale-up involves expanding from the original implementers or Demonstration Sites to additional programs that are referred to in this Road Map simply as "implementation sites".

In addition to the four stages described above, it is important to always think about how high-fidelity implementation will be sustained over time. We do not consider sustainability to be a stage per se, but rather it is an important part of each and every stage.

MAJOR STRUCTURES OF PYRAMID MODEL IMPLEMENTATION

There are five major structures that are essential components of Pyramid Model implementation. These structures are described below along with a description of the use of the State Benchmarks of Quality that guides the implementation process.

State Leadership Team

This is the team of cross-agency state leaders and agency representatives that is responsible for the planning and supervision of all aspects of the Pyramid Model implementation. The team arranges for funding, policy initiatives, evaluation and data-based decision-making, training and coaching, site selection, publicity and dissemination.

Master Cadre of Training and Technical Assistance Professionals

This is a group of carefully-selected professional development (PD) experts who are responsible for delivering training and providing external coaching to Program Leadership Teams. The Master Cadre is also responsible for training program coaches to build internal capacity for establishing and supporting high-fidelity implementation of the Pyramid Model in initial (Demonstration) sites and, subsequently, in implementation sites. The Master Cadre also promotes awareness and adoption through presentations and training on the Pyramid Model.

Demonstration Sites

Local programs that serve young children are selected to serve as initial Demonstration Sites. Each program has its own Program Leadership Team, and staff who receive training as well as selected staff who are trained as internal coaches by the Master Cadre. Sites also gain the capacity to collect data and conduct data-based decisions and provide specialized behavior support. Demonstration Sites receive early and extensive technical assistance (TA) to reach program-wide high fidelity and in return agree to provide the state with at least annual data

demonstrating the effectiveness of the Pyramid Model. They also agree to provide tours and other information indicating how and why programs should adopt the Pyramid Model. Demonstration Sites play an important role in communicating to the State Leadership Team challenges or barriers to full scale high fidelity implementation that in turn the State Leadership Team can resolve to pave the way for future program implementation.

Behavior Specialists

The Master Cadre and Demonstration Sites include individuals who gain competencies and experience needed to implement individualized and intensive supports and interventions to meet the needs of children who engage in persistent challenging behaviors.

Data and Evaluation Systems

The Pyramid Model initiative is committed to data based decision making (see Roadmap to Data Decision-Making and the Pyramid Model). Therefore measures and evaluation procedures have been developed that are tailored to the model. For instance, a fidelity measure has been developed for indicating the level to which personnel are using the practices accurately. This tool, the Teaching Pyramid Observation Tool (TPOT), is one of several Pyramid Model tools. The others are: The Pyramid Infant Toddler Observation Scale (TPITOS); Family Coaching Checklist; Behavior Incidence Report (BIR); the state, community, program and home visiting Benchmarks of Quality, and child progress monitoring forms. In addition, it is recommended that programs use a child social emotional screening measure such as the Ages and Stages Social Emotional Questionnaire (ASQ-SE) (Squires, Bricker, Twombly, 2002).

State Benchmarks of Quality

Statewide implementation of the Pyramid Model is a complex and multi-faceted endeavor. The process has many moving parts, and it can be a tremendous challenge for the State Leadership Team to organize and monitor the numerous activities that need to occur. The State Benchmarks of Quality was developed over several years to help State Leadership Teams (SLTs) gauge the progress of implementation efforts. The State Benchmarks of Quality (BoQ) is a tool to be used by SLTs for purposes of monitoring and self-evaluation, and it can be used as a template for understanding and mapping the overall initiative of Pyramid Model Implementation (http://www. challengingbehavior.org/communities/state_docs/tacsei_ state_benchmarks.pdf).

The BoQ consists of benchmarks, which are organized under various "critical elements" of the implementation process. For each benchmark, there is a column to indicate the person or persons responsible for the activity, and an evaluation section

where each benchmark is rated as being either "not in place," "needs improvement," or "in place." The tool can be completed by SLT members individually or as a group, however it should always be reviewed by the SLT as a whole to reach a consensus score and plans for next steps. Progress on the BoQ can be graphed using a simple excel spreadsheet. The State Benchmarks of Quality is a helpful feature of the implementation process and it will be referred to often in the remainder of this Road Map.

In the remainder of this document, we describe the activities of the major structures needed for state-wide implementation for each of the stages of implementation. We begin with more detailed information on the State Leadership Team and their activities as they will be responsible for the guidance of state-wide implementation and establishing all of the structures for implementation.

STATE LEADERSHIP TEAM

The State Leadership Team (SLT) is a group (this may be an already existing group) of state level people who decide to form a collaborative, cross-agency team to develop policies, procedures, resources and other mechanisms to plan, implement, evaluate, and sustain a statewide professional development system that supports the high fidelity use of the Pyramid Model. The primary goal of the SLT is to ensure structures and resources are available to programs so that they are able to adopt the Pyramid Model with fidelity. These structures include training, coaching, data systems, demonstration programs, behavior specialists and the necessary financial and technical assistance. See the State Benchmarks of Quality (BoQ) for the specifics of this infrastructure (http://www. challengingbehavior.org/communities/state_docs/tacsei_ state_benchmarks.pdf).

The SLT is comprised of approximately 10-15 people who are passionate about the Pyramid Model and who can either make decisions for their agency/program or can report back with a decision within 2 weeks. Members of the Team include family members and agency leaders from: IDEA Part C/early intervention and Part B/preschool, Head Start, child care, public school preschool, and other programs and settings where young children, including those with or at risk for delays or disabilities, and their families participate. Additional Team members should include: statewide training and technical assistance (T/TA) initiatives; state department of education early childhood, special education and Positive Behavioral Intervention and Support (PBIS) initiatives; mental health; Maternal and Child Health; child welfare; family organizations; evaluators; and higher education (community college, 4-year institutions).

The SLT agrees to meet monthly and to adopt logistics and activities that ensure their effectiveness as a collaborative team. Such logistics include: developing a written, collaborative mission statement; decision making activities that lead to feelings of ownership and full participation of all team members; only members may participate in meetings and if absent, agree to support decisions made in their absence; regular meeting times with agenda's, meeting evaluations and meeting summaries; and a written action plan based upon the team's regular self-assessment on the State Benchmarks of Quality. For samples of mission statements and action plans as well as logistics and activities for productive meetings see the Pyramid Model State Planning Tool Kit at http://www.challengingbehavior.org/communities/TACSEIstates.htm.

The SLT will develop, implement, expand/scale-up and sustain these resources over time. The SLT should plan on 2-3 years for the development of the Master Cadre of professional development experts to provide training and coaching, Demonstration Sites, and evaluation systems sufficient to serve the state. Additionally, adequate resources are essential for staff support to the SLT as well as the Pyramid Model system.

As the SLT develops and implements the various components of the Pyramid Model PD system such as Demonstration Sites and the Master Cadre, it also plans for future needs related to sustaining these components and scaling them up. For instance, as the Master Cadre is selected and trained, the SLT develops plans for addressing turn over in the Master Cadre members as well as adding members to the Master Cadre to cover additional regions of the state. Second, as new programs are implementing the Pyramid Model, the SLT ensures necessary T/TA resources continue to be provided to the earlier implementers to ensure they sustain their high fidelity implementation. The SLT ensures that fiscal resources continue to grow as the number of programs and communities implementing and sustaining the Pyramid Model grows.

The principal emphases of the SLT's work are:

- Establishing a Master Cadre of individuals who can train and coach Program Leadership Teams to high fidelity implementation;

- Establishing Demonstration Sites that can demonstrate the process and outcomes of high fidelity implementation;

- Ensuring the availability of behavior specialists within programs and/or are external to programs to address the needs presented by severe, persistent challenging behavior;

- Ensuring family participation and involvement throughout the system;

- Establishing a data system to evaluate fidelity of implementation as well as outcomes; and

- Developing and monitoring a plan to scale up and sustain all of these components.

Each component is briefly described below within the general implementation stage of the SLTs work over time. The State BoQ details the critical elements of the SLTs work.

Planning & Installation Stages

During the early stages of the SLT's work together, they focus on forming as an effective team, making decision together about the Pyramid Model PD system, developing their norms and logistics and confirming their membership, vision and mission. They develop their action plan based on their self-assessment on the State BoQ and begin the early activities of building the PD system. The focus of their work is on the goal that programs and communities statewide will have access to effective trainers, coaches and behavior specialists including necessary resources and on-site coaching that result in the high fidelity adoption, implementation, and sustainability of the Pyramid Model. They also begin to develop the data systems that will ensure they have the information for quality improvement, ensuring fidelity of implementation and tracking and reporting child and program outcomes.

During the installation stage, the SLT establishes the major components of the Pyramid Model work by ensuring adequate resources (financial and staffing) for their own work as well as for all the other components (e.g. Master Cadre, Demonstration Sites, behavior specialists, evaluation and family involvement). Data are collected and used for making decisions. First, the statewide Master Cadre of PD experts is recruited to build and sustain high fidelity implementation. Second, a small number of programs are selected to be the initial implementers and once at program-wide fidelity, will serve as Demonstration Sites. All programs, coaches, trainers, and behavior specialists have a written memorandum of understanding with the SLT that outlines their responsibilities, expectations and data requirements as well as the responsibilities and supports to them from the SLT. All begin to submit the data agreed upon in their respective MOU.

Implementation Stage

During the implementation stage, the early adopting programs develop their own Leadership Teams to guide their process, use the Early Childhood Program-Wide PBS Benchmarks of Quality(see the Roadmap to Data Decision-Making and the Pyramid Model) and are provided T/TA by the Master Cadre to ensure they reach high fidelity implementation and become Demonstration Sites. They provide the SLT outcome and process data at least annually as well as providing information

and site tours for other interested programs and stakeholders. They also provide important information to the SLT about challenges and barriers that SLT will need to address in order for more programs to join the initiative. Each Program Leadership Team is trained and coached by Master Cadre members and their staff is trained to become internal coaches and behavior specialists, the number of which is dictated by the size of the program.

During this stage, the SLT also plans for the scale-up of the Pyramid Model throughout the state by building statewide capacity (funding, staffing) for training and supporting new Pyramid Model programs, coaches, trainers and behavior specialists while they are supporting the high fidelity implementation of the Demonstration Sites. Communication links or feedback loops are established to ensure the SLT is getting the information they need to address challenges and barriers and to provide the T/TA the Demonstration Sites need. The Demonstration Sites continue to receive the T/TA they need to sustain their high fidelity implementation and in turn continue to provide tours and data for the state.

Scale-Up & Sustainability

The SLT action plan includes strategies for sustaining all the components (Master Cadre, Demonstration Sites, behavior specialists) as well as scaling up the number of programs and communities using the Pyramid Model with high fidelity. The plan addresses turn-over of leadership on the SLT, in the Demonstration Sites, and Master Cadre. Plans are installed to provide ongoing support and resources for Pyramid Model trainers, external and internal coaches, behavior specialists, Demonstration Sites, and implementation sites. Such support includes planning for turn-over and succession of key individuals. Plans are put into place to address the future need for more Master Cadre members as well as deepening the expertise of Master Cadre members and program personnel.

Additionally, the SLT institutionalizes and embeds the Pyramid Model within state initiatives such as Quality Rating Systems and Early Learning Guidelines, etc. The SLT develops information and public awareness venues such as a web site, newsletter and reports of the outcomes of high fidelity implementation to raise interest and commitment from programs, policy makers, funders and other stakeholders.

The SLT annually prepares an evaluation report that describes: (a) the extent to which program- and community-wide high fidelity adoption is being implemented, sustained and scaled-up; (b) impact of program-wide adoption and/or community-wide adoption on child, provider and program outcomes; and (c) impact of training and coaching. The evaluation report is used by the SLT for their progress monitoring and planning as well as providing a public report on outcomes. The State

Leadership Team provides an annual public celebration of outcomes and accomplishments recognizing the work of the high fidelity programs, Master Cadre, staff and funders.

DEMONSTRATION SITES

While all sites and programs that implement the Pyramid Model with fidelity are "implementation sites", Demonstration Sites are local implementation sites or programs that provide services for young children and agree to be the early implementers who will serve as initial showplaces for high fidelity implementation. Demonstration Sites can be a building level program, a cluster of public preschool or Head Start or child care classrooms, an early childhood program comprised of multiple centers guided by an organizational unit, or a unit of Part C/early intervention services. Part C home visiting programs can be a Demonstration Site when a group of home visiting professionals work within an organizational structure providing supervision, collaborative teaming and professional development. Each Demonstration Site has its own Program Leadership Team and staff who provide training and coaching and collect data on the fidelity of implementation and on child outcomes (http://www.challengingbehavior.org/do/program_wide/program_wide_index.htm).

Demonstration Sites serve the statewide initiative by sharing data on the outcomes of high fidelity implementation of the Pyramid Model, the multi-year process of implementation and by hosting visitations from policy makers and from personnel interested in implementing the model in their own programs. These functions not only provide important information to the SLT as well as public awareness, but also help to build the political will necessary to fund, support and sustain the statewide effort. In exchange, Demonstration Sites receive training, coaching and evaluation support and substantial recognition from the statewide initiative.

Following the initial phases of Demonstration program implementation, additional programs join the initiative as implementation sites, and some of these may also serve as demonstrations (sharing data, offering tours, etc.). The average time required for a site to achieve a high level of fidelity in implementing the Pyramid Model program-wide is approximately 2 years. It may take a year or two longer for very large programs. The process requires the development of a Program Leadership Team, an investment in staff training and ongoing professional development, and identification and deployment of resources for: (a) internal coaching; (b) collection and summary of data; and (c) facilitation of individualized behavior support for children with the most persistent challenging behaviors.

From the perspective of implementation stages of the state-wide implementation of the Pyramid Model, the following stages apply:

Planning & Installation Stages

The State Leadership Team (SLT) establishes criteria for selecting Demonstration Sites and identifies 3-5 sites for initial training and implementation. Each site creates its own Leadership Team, and members of the Program Leadership Team participate in training for program-wide implementation of the Pyramid Model. Personnel from each site are identified to participate in training on all three tiers of the Pyramid Model, and at least one professional from each site is identified to participate in training to serve as the site's data coordinator and another professional is identified to serve as the sites' behavior specialist. The Program Leadership Team uses the Early Childhood Program-Wide PBS Benchmarks of Quality to guide and track their systems change work.

Implementation Stage

The implementation stage begins with the completion of all training for site personnel. This training is organized by the SLT and generally provided by members of the Master Cadre (MC) with assistance from national Pyramid Model trainers or others capable of training the material with accuracy and using materials available on the Pyramid Model websites. Then, the MC provides external coaches to help the Demonstration Site's Leadership Team begin implementation of the Pyramid Model strategies and collection of fidelity data. The Program Leadership Team meets regularly and uses the Early Childhood Program-Wide PBS Benchmarks of Quality to guide their efforts. The data are used for internal decision making (such as identifying professional development objectives) and for sharing with the SLT so that the SLT can deliver targeted assistance as well as build public awareness of the outcomes of high fidelity implementation of the model. Typically, a Demonstration Site will begin implementation with only a few units (classrooms, demonstration professionals) and will add units as the initial implementers gain fluency in the application of Pyramid Model strategies at all tiers of the Pyramid Model. Demonstration sites provide "demonstration" functions by sharing their data with the SLT and by offering tours and descriptions of their program efforts so that prospective implementers can see the process and the benefits of the Pyramid Model as it is put in place.

Scale-Up & Sustainability

As the Demonstration Sites acquire proficiency in implementing Pyramid Model strategies, the SLT should plan for adding new sites (implementation sites). This usually occurs in the second year. The SLT must again establish criteria and procedures for site selection. Arrangements for training and

initial implementation must be made. Deployment of the Master Cadre resources for training and external coaching need to be carefully configured as it is this early expansion phase that can stretch the capacity of the Master Cadre personnel. Some implementation sites may choose to participate as additional Demonstration Sites, and others may focus entirely on their own implementation. Either way, the sites must agree to share data on fidelity and on child outcomes. These data are essential for the SLT to monitor progress, identify problems, and continue to advocate for improvements and expansions of the Pyramid Model.

It is vitally important to keep in mind that ongoing support and recognition is needed for Demonstration Sites to maintain high levels of implementation fidelity, and that support for existing sites should not be compromised in efforts to provide training and coaching for additional sites. Often there is a need for additional resources to ensure that adequate levels of support (training, coaching, and evaluation) are offered to sustain existing programs while investing in expansion and scale-up efforts. Both the State Leadership Team and the Program Leadership Team should have written sustainability plans.

MASTER CADRE FOR PROFESSIONAL DEVELOPMENT

The "Master Cadre" (MC) is the central element of professional development in the statewide implementation of the Pyramid Model. The MC is established and supervised by the State Leadership Team (SLT), with one or two members or representatives of the SLT or staff associated with the SLT serving as paid coordinators or liaisons. The MC is comprised of approximately 15 individuals from around the state who are experienced providers of training and technical assistance and whose current professional responsibilities can enable them to add Pyramid Model training, technical assistance, coaching support and Demonstration program development to their scope of work. The MC is the chief organ of Pyramid Model implementation for building capacity within the state, primarily through training of other trainers and coaches as early childhood programs begin and maintain implementation of the Pyramid Model (http://www.challengingbehavior.org/communities/trainers.htm).

The members of the MC are selected by the SLT as one of the initial activities during the first year of implementation. Criteria for selection include: (a) experience and skills as trainers and providers of TA and coaching, (b) experience and expertise with young children, family support, and disability, (c) availability of time and ability to commit FTE, (d) interest and commitment to the Pyramid Model, (e) and geographic distribution within the state and the state's population centers. Some states use a competitive application process for selection of MC members.

When members are selected, a commitment to participate should be formalized with a memorandum of understanding (MOU) signed by the MC member, the member's employer, and a representative of the SLT. The MOU should specify the total amount of time (FTE) that is expected for training, meetings, and delivery of Pyramid Model training and technical assistance over a year's period of time. Ideally the commitment should be for a minimum duration of 3-5 years.

All members of the MC must participate in training on all elements of the Pyramid Model and Pyramid Model implementation. Even if a member will be expected to focus on a specific area of expertise (e.g., training, Part C, intensive behavior support) it is important for the member to be proficient in all areas of MC activity (e.g., training, technical assistance, coaching, classrooms, home visiting, etc.). Comprehensive training on all tiers of the Pyramid Model for preschool and infant/toddler strategies should be provided for all MC members before Pyramid Model implementation activities are initiated. At a minimum, training involves coverage of the packet of core Pyramid Model articles and documents and in-depth familiarity with the training modules available at (http://csefel.vanderbilt.edu/resources/training_modules.html).

The principal activities necessary for MC operations are listed below according to the stages of implementation, and they are listed also in the State Benchmarks of Quality.

Planning & Installation Stages

This stage occurs in the first year and is when the SLT plans for the establishment and operations of the MC. The SLT must consider how members will be selected, how MOUs will be written, how initial training for the MC will be provided, how training and coaching activities will be documented and evaluated, how activities will be managed and how the SLT will maintain and exercise oversight, and how the membership and high-quality training and coaching activities will be sustained and expanded over time. The SLT must address how the MC will reach all sectors of the early childhood system (e.g., Head Start, school districts, child care, Part C early intervention) and whether the MC will have representatives from these sectors. The plan for MC development, implementation, maintenance, and expansion should be prepared in written form.

Implementation Stage

In the initial Implementation Stage, the MC is selected, and training of the MC is organized and delivered. Procedures for managing activities of the MC and for reporting to the SLT must be implemented. Assignments for MC members need to be put in place with consideration for training of trainers and training, TA and external coaching for the initial

Demonstration Sites. Areas of expertise should be delineated and assignments made accordingly. It is important to keep in mind that all members of the MC should be actively involved in filling roles that are functional for: (a) building statewide capacity; (b) developing fidelity of Pyramid Model implementation in the Demonstration Sites and eventually in the implementation sites; and (c) expanding awareness of the Pyramid Model in communities and early childhood agencies around the state.

Scale-Up & Sustainability

Plans must be in place for addressing attrition, for installing and training replacement members of the MC, and possibly for expanding the membership of the MC as program sites are added to the statewide initiative in subsequent years.

BEHAVIOR SPECIALISTS

The purpose of a behavior specialist is to provide training, coaching and facilitation for site-based teams that have identified children with persistent challenging behavior who need tertiary-level supports. Therefore, a behavior specialist is a person who can effectively provide training, coaching and facilitation on all aspects of the process of collaborative, team-based functional assessment and intervention for children with significant challenging behavior that require intensive, individualized interventions. It is important to build capacity within a state to address persistent challenging behaviors and, therefore, the Master Cadre should include members who are trained as behavior specialists and each local site should seek to develop this capacity by having at least one staff member who has the skills and experience to serve as a behavior specialist. That is, it is essential for programs implementing the Pyramid Model to have access to an external behavior specialist and it is highly recommended that demonstration and implementation sites have an internal behavior specialist who can respond immediately to activate and facilitate the behavior support process.

The principal area of expertise required to fill the role of behavior specialist is in guiding and implementing the process of assessment-based, individualized positive behavior support (http://www.challengingbehavior.org/explore/pbs/step1.htm; http://www.ecmhc.org/facilitating_toolkit.html). Behavior specialists must have extensive knowledge and experience in: (a) teaming, (b) functional behavioral assessment, and (c) designing, implementing and evaluating individualized behavior support plans. Behavior specialists often come to their role with backgrounds in applied behavior analysis, mental health consultation, early childhood special education, and program-wide positive behavior support. Specific preparation for individuals serving the role of behavior specialists in the Pyramid Model includes training in the Pyramid Model

tertiary strategies (Modules 3a and 3b) (http://csefel.vander-bilt.edu/resources/training_modules.html) and in the application of the Prevent-Teach-Reinforce for Young Children (PTR-YC) model of individualized positive behavior support (http://www.challengingbehavior.org/explore/webinars/12.14.2012_webinar.htm). In addition, it is recommended that prospective behavior specialists engage in a supervised case-study-based practicum in which guidance is provided by a behavior specialist mentor for each step of the behavior support process: teaming, goal setting, functional assessment, development of a support plan, implementation and evaluation of the support plan, and maintenance and expansion of the plan.

Planning & Installation Stages

During the early planning stages, the State Leadership Team (SLT) must give consideration to how the Master Cadre (MC) will build a core group of 4-5 members who will be the state's leading trainers and coaches for addressing the needs of young children with the most severe and persistent challenging behaviors. It is this core of MC members who will be responsible for (a) helping Demonstration Sites develop and implement individual positive behavior support (PBS) programs for their children who do not respond adequately to the universal and secondary Pyramid Strategies, and (b) helping build the behavior specialist capacity of these Demonstration Sites so that they can implement the PBS process in the future with minimal external assistance. The initial planning by the SLT must include written action items for identifying behavior specialists, training of the behavior specialist, and obtaining and using data on the progress of those children in need of individualized, tertiary interventions.

Implementation Stage

Selection of the MC includes selection of specific members who will serve as behavior specialists. These members receive all of the training that is provided for other members of the MC as well as specific training on the PBS process and on the PTR-YC model (Dunlap, Wilson, Strain, & Lee, 2013). This training is usually provided by national experts in the process, although it is possible that a state might already possess the expertise needed to deliver the training. The training should also include a case study in which the prospective behavior specialists are mentored as they proceed through the process with a child with difficult behavior. The child might be a participant in a demonstration program. Following the completion of training, behavior specialists who are members of the MC serve as facilitators for implementation of the individual intensive intervention process in Demonstration Sites and eventually implementation sites.

Scale-Up & Sustainability Stage

The principal issue as the Pyramid Model is implemented more widely in a state is to make certain that the supply and availability of well-qualified behavior specialists expands along with the number of implementation sites. This means that initial training, ongoing support and booster training should be a continuing priority for the SLT and the MC.

DATA, EVALUATION AND USING DATA TO MAKE DECISIONS

As noted throughout this Road Map, the Pyramid Model initiative is committed to data based decision making. Measures and evaluation procedures have been developed that are tailored to the Model. These include:

- A fidelity measure has been developed for indicating the level to which personnel are using the practices accurately, the Teaching Pyramid Observation Tool (TPOT) (Hemmeter, Fox, & Snyder, 2014).

- A fidelity checklist for guiding implementation in center-based services for infants and toddlers, The Pyramid Infant Toddler Observation Scale (TPITOS)

- A checklist for professionals to use in their guidance of families in implementation in the home for infants and toddlers, the home visiting (Family Coaching Checklist) a tool for measuring and recording changes in the occurrence of challenging behaviors of individual children, the Behavior Incidence Report (BIR) (www.behaviorpartnership.org)

- The state, community and program level (for center-based and home visiting programs) Benchmarks of Quality that is used by teams to examine implementation fidelity and identify action steps

- The system for tracking monthly program actions in response to challenging behavior, the Monthly Program Action Tracking Form

- A child social emotional screening measure is also recommended such as the ASQ-SE. In addition to these measures, the Pyramid Model requires that data related to child progress in response to planned interventions for teaching social emotional skills or addressing challenging behavior are collected.

Descriptions of these tools as well as how to use them for making decisions are found in the Roadmap to Data Decision-Making and the Pyramid Model (http://challengingbehavior.fmhi.usf.edu/do/resources/documents/roadmap_7.pdf).

Planning & Installation Stages

During the planning and installation stage, measures that are currently being used by programs are examined for their alignment to the need for measuring fidelity of implementation and child outcomes. Procedures for the use of evaluation tools are developed and training in evaluation tools is conducted. In addition, data systems for that will be used for the tracking and analyzing evaluation data are installed.

Implementation Stage

In the Implementation Stage, the programs and the SLT decide who will collect the data, how and when the data will be collected, and how the results will be displayed and used for decision making. Additionally, in this stage, the data are collected and used by program and State Leadership Teams for making decisions such as targeting professional development need or identifying providers who are proficient and may serve as mentors or coaches to their peers, etc. The data are provided to the SLT as well as challenges or barriers that require SLT attention and/or needs for program T/TA

Scale-Up & Sustainability

Data are used by programs and the SLT to ensure continued high fidelity of implementation and desired child outcomes. Data are reported to the public, funders, policy makers to market the impact of the Pyramid Model as well as to garner support and resources.

CONCLUSION

This Road Map provides a guide and suggested resources for the statewide implementation of the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children. The key components of the professional development model are outlined in the context of implementation stages and steps. Examples of how states have used this approach are found on the state page of the TACSEI website http://www.challengingbehavior.org/communities/TACSEIstates.htm.

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